

CHILD LABOUR AND SCHOOL DROPOUT IN SELECTED PRIMARY SCHOOLS IN BUNDIBUGYO DISTRICT

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DECLARATION

I, BYAMAKA NYANSIO, hereby attest that this dissertation paper is entirely unique with no prior submissions to other universities or higher education institutions for any kind of academic honour.



Date. 18th August, 2025

Byamaka Nyansio

APPROVAL

This dissertation report has been submitted for examination under the approval of supervisor.

A handwritten signature in blue ink, appearing to read 'Gastone Habarugaba', is written over a light-colored rectangular background.

Date: 10/10/2025

Supervisor

Mr. Gastone Habarugaba

DEDICATION

I dedicate this dissertation report to my wife, Masika Esperance, and our children, Kunihiro Lydia and Katusiime Recheal, as well as our sons, Agumira Lodrick, Mujuni Luka, and Mugisa Patrick, for their support, prayers, and hard work throughout my academic career. I pray that God will bless them.

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LIST OF ACRONYMS

| | |
|-------|---------------------------------------|
| CDOs | Community Development Officers |
| DFA | Daker France Work for Action |
| ILO | International Labor Organization |
| MDG | Millenium Development Goal |
| UPE | Universal Primary Education |
| WCEFA | World Conference on Education For All |

| | |
|----------|---|
| ILO | International labour organization |
| PJHS | Primary and Junior High School |
| GBN | Global Buddhist Network |
| UIS | University of Illinois Springfield |
| EFA | Education for All |
| KNBS | Kenya National Bureau of Statistics |
| IPEC | International Programme on the Elimination of Child Labour |
| UNICEF | United Nations International Children's Emergency Fund |
| MDGs | <i>Millennium Development Goals</i> |
| UPE | Universal Primary Education |
| UBOS | Uganda Bureau of Statistics |
| NGOs | Non Governmental Organizations |
| ECL | Eliminating Child Labour |
| KNUT | <i>Kenya National Union of Teachers</i> |
| OVCs | Orphans and Vulnerable Children |
| HIV/AIDS | Human Immunodeficiency Virus |
| CBF | Brazilian Football Confederation |
| IRC | <i>International Rescue Committee</i> |
| USD | United States Dollar |
| USDOL | U.S. Department of Labor |
| UPE | Universal Primary Education |
| ANPPCAN | African Network for Prevention & Protection against Child Abuse & Neglect |
| DEO | District Education Officer |
| CVI | Content Validity Index |

Abstract

The study's major goal was to investigate how child labour affected primary school dropout rates in the Bundibugyo District. Three distinct goals served as the study's compass: determining the reasons behind child labour, evaluating the obstacles to lowering school dropout rates, and investigating child labour reduction strategies. A cross-sectional survey strategy that included qualitative and quantitative methods was used. Because variables including age, gender, and education level are categorical, data analysis included frequency distributions, bar graphs, and pie charts. The associations between the variables were also examined using chi-square analysis, with a significance level of 0.05.

The results showed that child labour was frequently caused in the region. 44.0% of respondents reported a high level of parental illiteracy, with a mean score of 3.86 and a standard deviation of 1.298. Domestic abuse was found to be a contributing factor, as indicated by 26% of respondents (mean of 3.68, standard deviation of 1.193). Another significant characteristic mentioned by 42% of respondents was orphanhood, with a mean score of 3.82 and a standard deviation of 0.975. With a mean of 3.42, a standard deviation of 1.099, and 40.0% of respondents citing poverty as a cause, it was another important factor. 52.0% of respondents, with a mean rating of 3.38 and a standard deviation of 1.297, supported the implementation of laws and regulations that prohibit minors from working during school hours.

According to the study's findings, lowering parental illiteracy may result in less child labour among elementary school students. Child labour was shown to be frequently caused by domestic violence and orphanhood in the district. Based on the results, the study suggested that the Ugandan government and other development partners arrange literacy training for parents as well as training on domestic violence and the welfare of children who are at risk.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter provides the study's history, problem description, goals, scope, and importance. The background is discussed under historical, contextual, conceptual, and theoretical perspectives, followed by the identification of the research gap.

1.1 Background of the Study

1.1.1 Historical Perspective

The idea of child labour has existed for a long time. It has been around for ages, not only in developing countries' destitute areas but also in industrialised countries up until the early 1900s.

Historically, child labour was prevalent during the 19th-century Industrial Revolution in Europe and North America when children were employed in large numbers in industries, street trades, and agriculture (Cunningham & Viazzo, 2022; Weiner, 2021).

Before industrialization, the family was the primary setting where children learned, played, and worked. In the United States, during the pre-industrial period, many children engaged in domestic and agricultural work under parental supervision. This labour was not considered a social problem because it was seen as part of family survival (Pallas, 2021).

Globally, child labour is a significant contributor to poor school attendance and dropout rates. According to the International Labour Organization (ILO, 2020), an estimated 215 million children are involved in child labour worldwide, with 153 million aged 5–14 years and 62 million aged 15–17 years. Africa accounts for 65 million of these children, making it the continent with the highest prevalence and home to 47% of youngsters who are not in school worldwide.

Studies across Burkina Faso, Ethiopia, Kenya, Mali, and Mozambique reveal that more than half of children aged 10–19 who leave school do so without completing primary education. Rural children, particularly those from the poorest 40% of households, are the most affected (Bruneforth, 2022; Hunt et al., 2018; Create, 2017). Similar trends exist in Ghana, where school dropout is linked to poverty and rising educational costs, especially in rural and peri-urban communities (Colclough et al., 2020; GBN, 2021).

Despite global initiatives such as Education for All (EFA), which advocates for free and compulsory primary education, an estimated 61 million primary school-age children were out of school globally between 2018 and 2020 (UIS, 2021).

In Kenya, the Kenya National Bureau of Statistics (KNBS, 2018) reported that 1.01 million children were working in 2022, with most aged 5–14 years. 1.7 million of these were not in school, with children from households led by women being especially at risk.

1.1.2 Contextual Perspective

In Uganda, education has long been recognized as a key driver for individual and national development. Since independence, the government has promoted education as a tool to eliminate poverty, ignorance, and disease (Republic of Uganda, 2021). However, child labour remains a major barrier to achieving universal primary education.

Child labour is rampant in sectors such as agriculture, domestic work, fishing, quarrying, and street vending. It is also prevalent among children engaged in prostitution and commercial exploitation (ILO/IPEC, 2017). UNICEF (2020) estimates that approximately 2 million Ugandan children are involved in hazardous work. In Bundibugyo District, the situation is particularly alarming due to high poverty levels, large family sizes, and reliance on subsistence farming. These factors compel children to engage in work to supplement household income, often at the expense of education. Dropout rates are still high in rural Uganda despite the country's Universal Primary Education (UPE) program and other initiatives. On the other hand, there is little actual data regarding the relationship between child labour and school dropout in Bundibugyo District. The majority of research has ignored local socioeconomic and cultural dynamics in favour of concentrating on national or regional trends.

1.1.3 Conceptual Perspective

According to ILO Convention 138, child labour refers to situations where children work long hours for low wages under harmful conditions that impair their physical, mental, and social development and deny them educational opportunities (ILO, 2021). Kamwaria (2021) further notes that child labour includes both paid and unpaid work that negatively affects schooling and childhood development.

School dropout is defined as the act of leaving school without completing the required level of education. American studies associate it with leaving school without a high school diploma, while British and Romanian contexts often use terms such as early school leaving or school evasion (Schargel, 2021; Orfield, 2022; Neamtu, 2021). Lesko and Fernandez (2019) emphasize that dropout is often the culmination of a process of disengagement, reflected in absenteeism, repetition, and academic failure.

1.1.4 Theoretical Perspective

Social Darwinism and the Classical Liberal Theory of Equal Opportunity served as the study's guiding theories. According to the Classical Liberal Theory, educational systems ought to remove obstacles

that keep kids from low-income families from obtaining an education. It advances the notion that social mobility is improved by equitable educational opportunities (Orodho, 2018).

According to social Darwinism, each person should have the chance to achieve their desired social standing through education. Both ideas are relevant to this study since child labour undermines attempts to accomplish the Sustainable Development Goals (SDGs) and Universal Primary schooling (UPE) by erecting obstacles to schooling.

1.2 Research Gap

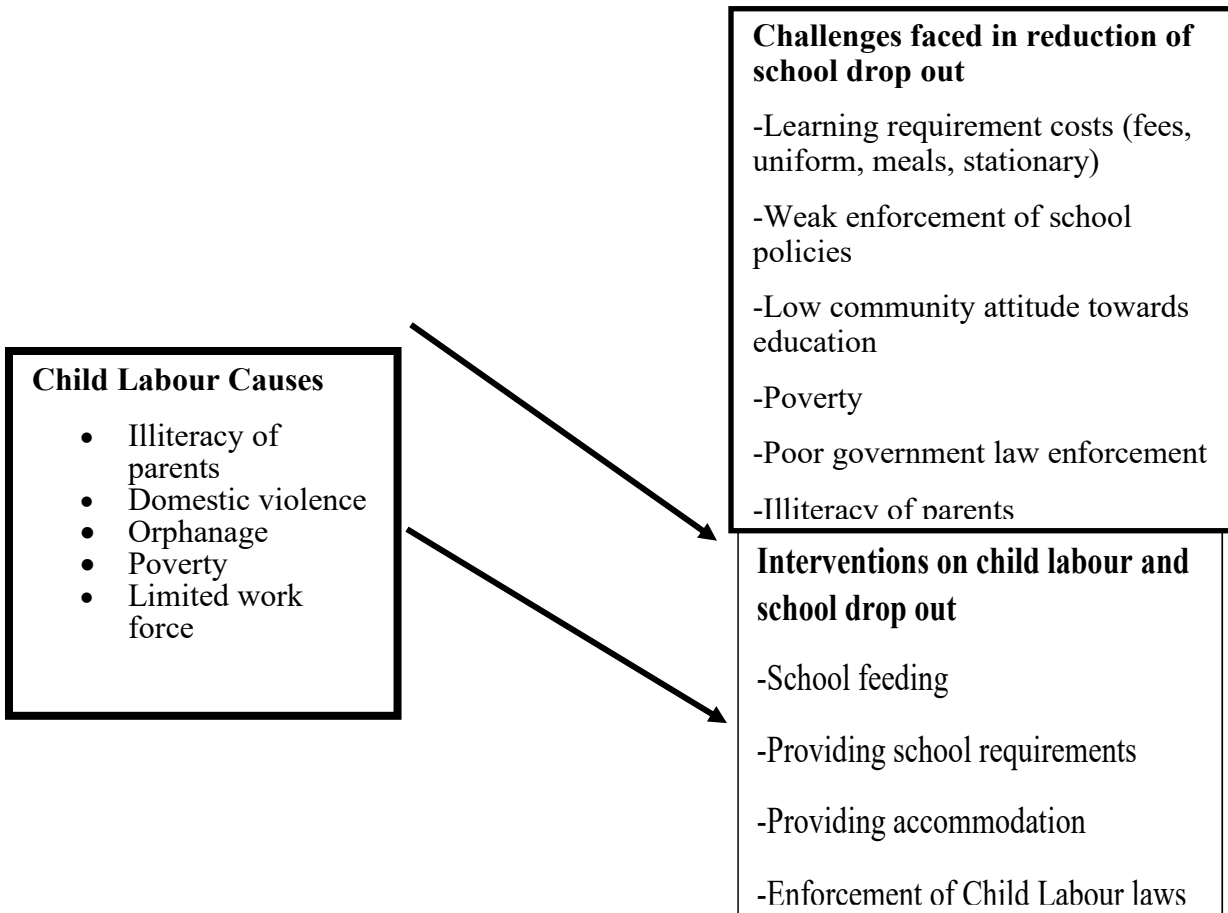
Although child labour and school dropout have been widely studied globally and in several African countries, there is a lack of empirical research specific to Bundibugyo District. Most existing studies offer generalized regional data or focus on other districts, neglecting Bundibugyo's unique socio-economic, cultural, and geographical context. The creation of focused initiatives and strategies to address the issue is hampered by this disparity. In order to guide workable options for enhancing educational retention, this study aims to present localised evidence on the connection between child labour and school dropout in Bundibugyo District.

1.1.3.1 Conceptual Framework

This section of the thesis presents a conceptual framework showing the relationship between the independent variables and the dependent variables as reflected in figure 1 below.

Independent variables: Child labour

Dependent variables: School drop out



Source: Developed by the researcher (2023)

Fig. 1: Conceptual framework showing the relationship between the dependent and independent variables

The study conceptualizes child labour as the independent variable, directly influencing school dropout, the dependent variable. Children engaged in labour are less able to attend school regularly, increasing the likelihood of dropping out before completing primary education. The relationship is moderated by factors such as high schooling costs (fees, uniforms, meals, stationery), weak enforcement of school policies, low community valuation of education, and poor government oversight. While determinants such as poverty, famine, gender-based violence, parental illiteracy, and negative parental attitudes contribute to the prevalence of child labour, they

are considered background factors that increase children's vulnerability rather than direct components of the conceptual framework. This structure clarifies the causal pathway from child labour to school dropout while accounting for contextual influences.

1.1.4 Contextual perspective

A survey conducted by Save the Children (2018) affirmed child labour is in northern Uganda and western Uganda. In western Uganda, the vice appears to be concentrating much in Bundibugyo, Ntoroko and Kasese districts in particular. When it comes to Bundibugyo, the situation appears to be worse due to the increment in cocoa plantation.

In a report by UNICEF (2021), 80% of the school going children worked in cocoa plantation offering both paid or unpaid labor and the situation was alarming on the side of girls who struggle for sanitary equipment and make ups.

Studies on child labour in Bundibugyo district are not well documented; mainly focusing on the causes and general consequences of child labour, which include poor performance in schools, absenteeism from school and early marriages and yet school dropout increment has been given little attention (UNICEF, 2018). Therefore, this study seeks to find out reliable and more accurate information concerning the effects of child labour on school dropout among primary school pupils in Bundibugyo district.

Although there is a wealth of theoretical, conceptual, and historical literature on child labor and school dropout, little empirical data exists regarding the precise causes, difficulties, and remedies affecting primary school students in Bundibugyo District. A lack of localized research that specifically examines the dynamics of child labor and school dropout within the distinct socioeconomic and cultural setting of Bundibugyo District has resulted from the majority of previous studies concentrating on other African nations or more comprehensive regional analysis. This study aims to close this gap by offering context-specific information and suggestions to guide district policy and practice.

1.2 Statement of the Problem

In Uganda, a learner in primary school is required to study up to primary seven by accomplishment of the syllabus. It is the learner's obligation to attend all lessons in order to pass examinations and get promoted to the next class. However, this has not been the case of learners in primary schools in Bughendera County in Bundibugyo district. Most learners do not complete primary seven as a final class at primary level. According to UBOS (2020), 66% of learners hardly complete primary seven despite. Schools in the county have higher enrolment in lower primary classes and in most cases the average number of pupils in primary one to primary four ranges from 80 to 150, which goes on reducing in upper classes to 40-55 pupils.

It is also evident that most learners do not regularly attend lessons because they are always busy working in cocoa plantations. This has been expedited by the increasing poverty rates and gender-based violence in the area. The number of students who finish primary seven has continued to decline, despite the provision of free education in the region by the Ugandan government through the ministry of education. Furthermore, despite the efforts of non-governmental organisations such as Save the Children, World Vision, and UNICEF to raise awareness and provide scholarships to underprivileged children, the situation has not changed enough. The researcher was inspired by this to investigate child labour and school dropout in a few Bughendera County schools in the Bundibugyo district.

1.3 Purpose of the Study

The purpose of the study was to examine the effect of child Labour on school dropout among primary school pupils in Bundibugyo district.

1.4 Objectives of the Study

1. To identify the causes of child labour among primary school children in Bundibugyo district.
2. To assess the challenges hindering reduction of school dropout among primary school children in Bundibugyo district.
3. To examine the interventions that have been employed to reduce child Labour and school dropout in Bundibugyo district.

1.5 Research Questions

1. What are the causes of child labour among primary school children in Bundibugyo District?
2. What are the challenges hindering reduction of school dropout among primary school children in Bundibugyo district?
3. What are the interventions that have been employed to reduce child Labour and school dropout in Bundibugyo district?

1.6 Scope of the Study

1.6.1 Geographical scope.

The study was conducted in three selected primary schools in Bundibugyo district.

1.6.2 Content scope

The purpose of the study is to investigate the reasons behind child labour in the district of Bundibugyo. It also sought to identify the causes of child labour in the Bundibugyo district and investigate the impact of child labour on school dropout rates.

1.6.3 Time Scope

The study was conducted between June and December of 2022, a duration of five months. This time frame was taken into consideration since the researcher thought it was sufficient for gathering and analysing data.

1.7 Justification of the Study

Bughendera county in Bundibugyo district in western Uganda is one the counties that have experienced high rate of school dropout. According to New vision (Jan 01, 2020) the school dropout rate stood at 80% and the trend seems to have not changed. The district education officer reveals that the high level of school dropout is attributed to the use of children to work in cocoa plantations.

1.8 Significance of the Study

In order to decrease child labour in the division, the research will assist the administration in Bundibugyo district in identifying and creating new procedures.

This study will assist the ministry of labour in making well-informed judgements about the creation of institutions and policy formulations targeted at lowering child labour.

It will serve as a guide for community-based organisations and other nonprofit organisations as they develop strategies to lessen child labour in the area of Bundibugyo.

The study will assist other researchers in learning more about the literature that is currently available for additional investigation.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter analyses the literature by other scholars on related study. It is based on the study objectives. It considers articles from journals, text books, researches and internet.

2.1 Causes of child labour

Unquestionably, one of the main causes of child labour is poverty; families living below the poverty line compel their children to work in order to augment their inadequate income. However, alleviating poverty is merely the first step towards ending child labour. ECL T (2021).

In order to survive and provide for their families, people in poverty must enter the workforce. Because orphans without parental assistance eventually took on the adult responsibility of supporting their younger siblings (child-headed families), orphanages were a significant factor. These children end up not going to school and even those attending school, end up dropping out for lack of basic needs, hence low access and retention (Republic of Kenya, 2021).

Children in Africa are unable to attend school because their families/households cannot afford to pay for their education (Admissive, 2021).

Another factor contributing to child labour is the distance between schools or the lack of access to education altogether. In many developing nations, schools face issues like congestion, poor sanitation, and uninterested teachers. As a result, parents might not see the need in sending their kids to school when they could be learning a skill (like farming) at home and helping to support the family. Because parents have so much control over their children, their perception of the value of school is a main determinant of child attendance (Filmer, 2021).

Johansson (2019) observed that the problem of child labour is massive due mainly to widespread poverty but also due the social context and its traditions, insufficient funding, school policies and inadequate implementing of important regulations as the Convention on the Rights of the Child.

Malcolm *et of* (2021) argued that primary school staffs believe that poor attendees become frustrated, bad tempered, undisciplined and insecure. Their confidence, self-esteem, and performances all suffer when they lose the stability of a routine.

ECL T (2021) claims that there are other additional elements that work together to encourage children to find work, none of which are specific to any one nation or family situation. We may start addressing the issues related to child labour in the following ways once we comprehend the

causes of child labour: Poverty is directly impacted by reductions in social spending, especially in the areas of health and education. Children who have limited or no access to education are compelled to work from a young age in order to make ends meet.

When children labour as members of the family, child labour may not even be acknowledged. This is especially prevalent in agriculture, where a whole family might have to work to reach a specific goal or quota and not be able to pay for outside assistance. Numerous orphans have been compelled to become their own breadwinners due to the prevalence of AIDS in many developing nations. Additionally, children may be put to dangerous tasks in order to support their parents, who may not have the time or resources to get sick or hurt.

According to ILO/IPEC (2020), the consequences of child labour are: denied education, normal social interaction personal development and emotional support from their family. Long-term health issues, growth deficiencies, and physical injuries are additional repercussions.

Because the characteristics of poverty and child work are so similar, a study conducted in Indonesia also reveals a high correlation between the two. But according to the study, working does not always mean that a child will never have the chance to receive a formal education; children from low-income families can still go to school by working part-time to pay for their education (Asep, Agus, & Sudarno, 2005).

On the other hand, similar findings are contradicted when kids are forced to work long hours at demanding part-time jobs, including after school, leaving them with little to no time for studying. Additionally, they are quite tired, which could make them very ineffective in class the next day. If this keeps happening every day, it eventually causes these kids' academic performance to suffer. These kids might also skip school since they are always exhausted. These kids' poor academic performance and chronic absences may lead to their eventual school dropout. As a result, this made the investigation necessary. In Bangladesh, Khanam (2018) conducted a study on the relationship between child labour and school dropout in an effort to better understand the factors that influence both. The study examined children aged 5 to 17 who lived in rural households with both 16 parents present, using data from rural Bangladesh. There were 1,628 children in the sample. According to the study, having very young children (ages 0–4) in the home increases the possibility that a school-aged child will combine job and study, and the education of the parents greatly increases the likelihood that a school-aged child will specialise in studying. Additionally, the survey reveals that girls are more likely than boys to mix employment and education.

2.2 Challenges faced on reduction of school dropout among primary school children

The negative aspects of school dropout were first identified during industrialization in Great Britain when cheap child laborers in exploitative factory working conditions became apparent, and it is during this period when the term school dropout was first coined (Cunningham & Viazzo, 2022; Zelier,2021).

According to Viazzo (2022), exploitative working conditions for children in farms makes children incapable of continued schooling because it is hard for them to handle bot. Children from low-income households are therefore more likely than those from wealthy families to drop out of school, particularly in emerging nations.

Children's education is influenced by both direct and indirect costs, and some studies suggest that early school dropout is mostly caused by educational expenses, particularly tuition. Undecided school prices are associated with female children dropping out of school because parents are hesitant to pay for their daughters' education.

For instance, Brown and Park (2021) investigated that in rural China, parents' incapability to pay compensate school fees was the reason for the dropout of 47% of girls while only 33% of boys dropout in elementary schools; in junior secondary high school, fees were half for the girls but only 8% for the boys.

Hunter and May (2021) found that school fees were significant reason for the dropout rate of 27% of boys but 30 % of girls before secondary school graduation in South Africa. According to Shovan Ghosh Susmita & Sengupta (2021), from the viewpoint of the family, girls' school expenses are likely to be higher and their advantages are less certain than those of boys in low-income Indian households. The authors also note that parents are less likely to spend money on girls, even if the direct costs are the same for boys and girls. In Kenya, increasing school fees raise the risk of dropping out for girls but not for boys, according to Lloyd et al. (2020).

In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school which expedites girls involvement in child labour; without proper facilities it would discourage them from being in school and consequently they tend to drop out (Lizettee, 2020).

Ray & Lancaster (2021) investigated the effect of work on the school attendance and performance of children in the 12-14-year age group in seven countries, particularly in terms of the relationship between hours of work and school attendance and performance. They came to the conclusion that work hours had a detrimental effect on variables related to schooling, with the

marginal effect becoming less pronounced as work hours increased. Because it takes up too much of the kids' time, such employment interferes with their education.

In their study conducted in Nyanza Province, Odundo and Owino (2021) found that in the majority of African regions, poverty and orphanhood have made it challenging to combat school dropout. This is due to the fact that it lowers school enrolment and completion rates. To support themselves, their siblings, and perhaps their old grandparents, with whom they often reside, many kids turn to child employment.

According to the Republic of Uganda's 2019 report to the Commission of Inquiry into the Ugandan educational system, child work is a widespread practice that prevents children from attending school, particularly given the high rate of household poverty. Children participated in a variety of activities around the nation, including fishing, picking coffee, harvesting cocoa, plucking tea, producing food crops, hawking, and petty commerce. All of these types of work, whether paid or unpaid, disrupted children's schooling by preventing them from attending or by making it more difficult for them to participate effectively through absence and dropout rates.

The goal of the KNUT-ILO/IPEC (2019) initiative was to guarantee that all Kenyan children who are old enough to attend school are enrolled. According to the research, at least 1.9 million of the 3.5 million youngsters who are not in school are reportedly involved in child work. According to the report, despite the efforts of governments, development partners, and civil society organisations, child labour still occurs in Uganda. The issue is made worse by the absence of thorough and precise data that would help with the creation of workable solutions.

Numerous studies have looked into the relationship between dropout rates and teachers' views towards female pupils. According to Colclough et al. (2020), Ethiopian instructors had a more favourable opinion of boys than girls since they typically anticipate that girls will drop out of school early. The primary factors influencing the retention of girls in schools are the attitudes and instructional strategies of teachers.

According to Nekatibeb (2021), research from a number of Sub-Saharan African nations shows that both male and female educators thought boys were more intelligent than girls. Additionally, the majority of teachers tend to focus more on boys than girls in the classroom, according to this survey.

According to research by Fawe (2020), teachers' language use towards girls in the classroom was unconscious. Additionally, they believed that girls were only there to marry young and that they were less intelligent than those boys.

Regardless of the children's gender, there is a wealth of research on the effects of their labour on

academic performance. Numerous studies show that girls, particularly in rural regions, start working earlier than boys and also typically perform more home chores. Research shows that women often leave school to care for their younger siblings (Brock & Cammish, 2017).

According to another study, older sisters are more likely to drop out if there are children under six living at home (Canagarajah & Coulombe, 2017).

Another research indicates that if mothers work and get wage outside of the home, Female children take some responsibilities of the household which causes them to drop out, Fuller & Liang (2019). In general, girls take more load of household chores than the boys and on the other hand rural girls do more household works than urban girls (Ersado, 2021). Fuller and Liang (2019) argue that the advantage of having females as household heads may be the result of increased autonomy of the females when males are absent in the decision- making process.

2.3 Interventions on child labour and school drop out

However, initiatives like school lunches, free elementary education, focussing on OVCs, setting up child assistance desks, raising awareness, and enforcing laws and policies against child labour are also independent factors that have a positive impact on students' access to and retention in schools in the following ways: Since students would receive meals that they rarely receive at home, school feeding programs would improve access and retention. This is a result of the HIV/AIDS pandemic's high number of orphans and severe poverty (Owolabi, 2021).

Free primary education gives underprivileged kids the chance to receive an education, which improves student access and retention. By focussing on OVCS, intervention strategies including CBF, CDF, MVC Fund, and Cash Transfer Fund improve access and retention while creating a favourable learning environment. Kenyan Republic, 2022).

According to Owolabi (2021), political support must be mobilised for education policies to be implemented successfully. Involving those who will be impacted by the policy in the planning, implementation, and assessment stages will increase its acceptability, according to documented experience and systematic testing. But there are certain issues with the UPE policy. The student-teacher ratio was 100:1, while the book ratio was 1 book to 6.7 students.

According to IRC (2022), the government is participating in opportunities for reducing adolescent and child labor through education project, a 4-year USD three million project funded by USDOL and implemented by International Rescue Committee and the Italian Association for volunteers in International service. By offering transitional and non-formal education as well as family-based poverty reduction strategies, ORACLE project 17: Child Labour Impact on Academic

Performance & Social Implications: A Case of Northeast Uganda helps to eradicate and prevent the worst kind of child labour among children affected by conflict in Northern Uganda.

Children's school enrolment has significantly increased as a result of the governments of the Southern nations' enormous efforts to promote Universal Primary Education (UPE) since the 1990s. However, in order to meet the fundamental necessities of impoverished homes, millions of children in developing nations do not attend school, and those who do often leave before finishing their elementary education (Farrell 2022 King & Singh 2021, Aggarwal 2020).

School dropout is part of the cycle of deprivation facing child laborers. Excessive involvement in the world of work traps millions of children into a cycle of poverty, vulnerability and diminished opportunity (Brown, 2021). A severe teacher shortage in many nations, brought on by a variety of issues from financial constraints to the HIV/AIDS pandemic, has made it difficult to meet EFA objectives. To deliver high-quality education, teachers must receive the appropriate training and compensation (Mead, 2021).

Concern (2021) asserts that participation in the policy-making process by all stakeholders is necessary for the successful implementation of child policies. Teachers, the community at large, educational managers and administrators, and the government should all be involved in the process. The primary cause of child labour, poverty, needs to be effectively addressed. This could be accomplished by the establishment of technical institutes in each area that teach the production skills required for self-employment, the creation of jobs, and the offering of low-interest loans to the community.

The implementation of free education was a key strategy in the fight against child labour, according to ANPPCAN (2021), particularly in sub-Saharan Africa, where the bulk of the population lacked the financial means to send their children to school. However, corruption needs to be vigorously combated if the policy is to meet its goals. But in order for the policy to accomplish its goals, corruption must be vigorously combated. The achievement of the Education for All (EFA) goal has been hampered by corruption in the ministry, local government, and educational system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research design, study population, sample, and study variables are covered in this chapter along with the data sources, data collection techniques and tools, data processing, analysis, and presentation, and study limits.

3.1 Research design

A cross-sectional survey approach was used in the study to assess the causes, effects, and interventions related to child labour and school dropout among Bundibugyo District primary school pupils. This design was favored as it enables the researcher to gather data at one specific moment, offering a swift overview of the phenomenon and facilitating the recognition of patterns, connections, and trends among variables. The design is appropriate for research that seeks to outline traits of a population and explore connections between variables without altering them.

3.2 Area of the Study

The Bundibugyo district's chosen primary schools served as the study's sites. The Rwenzori subregion of the southwest of Uganda is where the district is located. It is neighbored with DRC in the west, Mountain Rwenzori National Park and Kasese district in the south, Ntoroko district in the north east and Semuliki national park in the north. It consists of hilly rural areas and undecided impassable during rainy seasons. Its population mainly survives on cocoa production as the major livelihood. The sample schools included Kikyo, Buhundu, Kisonko, Bundimbugha, Kagugu and Bunyangule primary schools. These schools were sampled because they had experienced high levels of school dropout.

3.3 Study population

The study population comprised of p.7 and p.7 pupils, teachers, parents, inspect of schools and DEO in Bughendera County, Bundibugyo district. According to the DEO records (2022), the primary schools consist of population of about 728 people including teachers, p.6 and p.7 pupils, parents, inspect of schools and DEO. For effectiveness and efficiency in data collection, six (6) schools were selected to participate in the study. These schools will give a total population of 728 people where a sample of 250 participants were selected.

Table 1: Population Distribution

| Sample School | Population Category | Population | Sample | Sampling Technique |
|----------------------------|----------------------------|-------------------|---------------|---------------------------|
| Kikyo Primary School | Pupils (P.6 &P.7) | 92 | 32 | Simple Random |
| | Teachers | 8 | 5 | Purposive |
| | Parents | 14 | 7 | Purposive |
| Sub total | | 114 | 44 | |
| Buhundu Primary School | Pupils (P.6 &P.7) | 98 | 44 | Simple Random |
| | Teachers | 6 | 3 | Purposive |
| | Parents | 16 | 9 | Purposive |
| Subtotal | | 120 | 56 | |
| Kisonko Primary School | Pupils (P.6 &P.7) | 61 | 21 | Simple Random |
| | Teachers | 5 | 2 | Purposive |
| | Parents | 73 | 3 | Purposive |
| Subtotal | | 109 | 26 | |
| Bundimbugha Primary School | Pupils (P.6 &P.7) | 117 | 36 | Simple Random |
| | Teachers | 7 | 3 | Purposive |
| | Parents | 5 | 2 | Purposive |
| Subtotal | | 144 | 41 | |
| Bunyangule Primary School | Pupils (P.6 &P.7) | 102 | 47 | Simple Random |
| | Teachers | 9 | 8 | Purposive |
| | Parents | 21 | 10 | Purposive |
| Subtotal | | 132 | 65 | |
| Kagugu Primary | Pupils (P.6 &P.7) | 68 | 24 | Simple Random |

| | | | | |
|--------------------|----------------------|------------|------------|-----------|
| School | Teachers | 7 | 4 | Purposive |
| | Parents | 22 | 5 | Purposive |
| Subtotal | | 107 | 34 | |
| Key informants | DEO | 1 | 1 | Purposive |
| | Inspector of Schools | 1 | 1 | Purposive |
| Subtotal | | 2 | 2 | |
| Grand Total | | 728 | 250 | |
| | | | | |

Secondary Source: DEO records (2022)

3.4 Sample size

Out of 728 people, a reasonable sample of 250 participants was selected for the study. This sample size was determined by Morgans table as shown below.

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

3.5 Sampling Techniques

While purposive sampling was employed to choose teachers and parents, a basic random sample strategy was utilised to choose schools and students.

3.6 Sampling Procedure

The Department of Post Graduate and Research provided the researcher with an introduction letter, which was subsequently given to the head teachers of the sampled schools and the district education officer. Subsequently, the researcher asked the head teachers for information on the parents' locations and school enrolment. A consent was sought from respondents before engaging them in interviews. The research briefed respondents of their role in the study and how it will be conducted on voluntary basis.

3.7 Data Sources

The researcher obtained data from two categories of sources including primary and secondary as described below.

3.7.1 Primary Source

In order to obtain primary data, the researcher sourced data from primary sources including pupils, teachers, parents and district officials. This is because the said respondents were believed to give first-hand information.

3.7.2 Secondary Source

In obtaining secondary data, the researcher consulted written literature from text books, journals, newspapers and internet. He intended to identify gaps that were left by other scholars.

3.8 Data collection methods and Instruments

3.8.1 Questionnaire

This entailed using a preset list of questions intended to elicit data from a respondent regarding the topic of the study. Participants were given a questionnaire to complete by the interviewer. There were both closed-ended and open-ended questions. According to the study's goals, the researcher created the questionnaire, and participants were supposed to respond in accordance with the instructions. There will be three sections on the student questionnaires.

3.8.2 Interviews

According to Amin (2005), an interview is a dialogue between an interviewer and interviewee. It was a planned discussion with the goal of learning more about a specific subject. Teachers and other key informants were also interviewed by the researcher. It was a planned discussion with the goal of learning more about a specific subject. It was employed since the factors being studied, such as the respondents' opinions, beliefs, perceptions, and feelings, are impossible to witness.

3.9 Validity of Research Instruments

Pre-testing the instrument was done to enable the identification and correction of deficiencies such as unclear or ambiguous questions and insufficient space to write responses and wrong numbering (Babbie, 2007). Six participants completed a trial test to answer the surveys' questions, and the content validity index (CVI) was calculated to confirm the instrument's validity. The tool was deemed valid and reliable when the six sampled respondents were able to respond to 75% of the questions.

3.10 Reliability of Research Instrument

Reliability is a measure of the degree of which a research instrument yields consistent results after repeated trials (Amin 2004). During the pilot study, the reliability of the other instruments was also assessed using a test-retest procedure; the same instruments were administered twice in the two schools that used a similar number of respondents; the results of these tests were interpreted in accordance with Cronbach alphas reliability measurement to ensure that all contracts exceed the cut of 0.7, meaning the scales were reliable and consistent. The evaluation of the instruments by more experienced individuals and field

3.11 Data analysis

The statistical program for social sciences (SPSS) version 19 was used to edit, code, classify, and analyse the gathered data utilising a series of steps.

Pie charts, bar graphs, and frequency distributions were used to analyse the data because the variables, including education level, are categorical.

Using chi square analysis, the researcher looked for a relationship between the variables. The association between variables was established using this test, and a comparatively low probability value ($P \leq 0.05$) was deemed significant.

A non-parametric test called chi-square was calculated and applied to determine the association between category variables.

3.12 Ethical considerations

The researcher was introduced to the respondents through an introductory letter signed by the research coordinator. The study's topic and goal were included in the letter. The responders were briefed on their role in the study by the researcher.

Before including the respondents in the study, the researcher also obtains their agreement. They were briefed on the goals of the study, their responsibilities, and how the research would help them. Additionally, the researcher gave the respondents assurances on the level of confidentiality of the data collected from them.

3.13 Limitations and delimitations

The study will be limited by inadequate resources and therefore some expenses like transport charges, stationery and respondents' allowances may be difficult for the researcher alone.

On the other hand, there will be delimitations to overcome the limitations that are likely to come along whereby the researcher will solicit resources from friends and relatives

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The data gathered for the study is reflected in the information in this chapter. This chapter's presentation and analysis are divided into sections based on the goals of the study. The first section expands on the biodata to provide a comprehensive picture of the respondents' traits, for example.

4.1 Response Rate

A total of 250 respondents were the study's target population. The response rate for the study's instruments is displayed in Table 4.1.

Table 1: Response Rate

| Category of Respondents | Expected Respondents | Actual Respondents | Percentage |
|--------------------------------|-----------------------------|---------------------------|-------------------|
| Pupils | 204 | 167 | 78.4 |
| Teachers | 25 | 25 | 11.7 |
| Parents | 19 | 19 | 8.9 |
| Inspector of Schools | 1 | 1 | 0.5 |
| DEO | 1 | 1 | 0.5 |
| Total | 250 | 213 | 100 |

Secondary Source: DEO records (2022)

On average, 100% of the surveys were returned, as shown in Table 1. While the researcher waited, the respondents completed the questionnaires. The validity of the study is demonstrated by the response rate data. 75% is the ideal response rate (Bailar & Lamphier, 1978). Out of the 250 respondents in the sample, 213 respondents responded, yielding an 85.2% response rate and a 14.8% non-response rate. This suggests that the results were representative of all respondents and were unaffected by non-response.

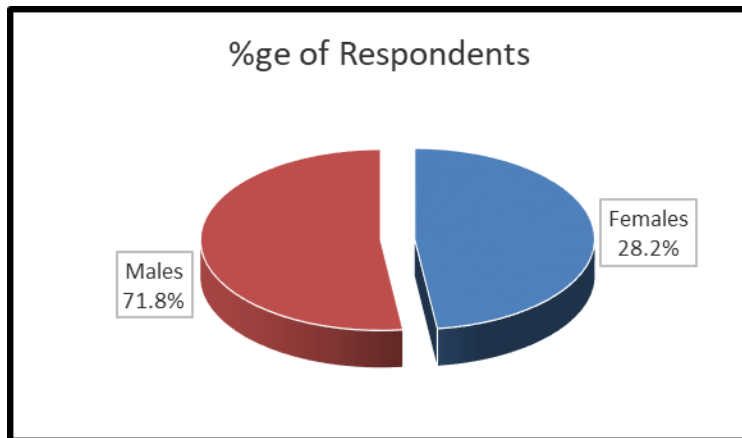
4.1 Demographic characteristics

This section precisely and concisely documents bio data of the respondents. All bio data have been summarized in table and a figure.

4.1.1 Sex of the respondents

Out of the 250 responses the researcher used, 60 were women and 153 were men. This can be seen in Figure 1.

Figure 1 Showing Gender of Respondents



Source: Field Data (2023)

Out of 213 respondents, 28.2% were females and males were also 71.8%. The difference was due to the fact that female dominated schools. However, it is worth to say that the sample was fairly selected.

4.1.2 Age of the respondents

Respondents were also asked about their age and fall in different age bracket as presented in table 1 below;

Table 2: Age of the respondents

| Age | Frequency | Percentage (%) |
|--------------------|------------|----------------|
| 10-15 years | 140 | 66 |
| 16-20 Years | 13 | 6 |
| 21-25 years | 25 | 12 |
| 26-30 years | 21 | 10 |
| 31 years and above | 13 | 6 |
| Total | 213 | 100 |

Source: Field Data (2023)

In Table 2, the data indicates a total frequency of 213 respondents. Among them, a notable majority, comprising 141 individuals (which represents 66% of the total frequency), fell within the age bracket of 10-15 years. Following this group, 25 individuals (12%) were aged between 21-25 years, while 21 individuals (10%) were in the age range of 26-30 years. A smaller proportion, consisting of 13 individuals (6%), was observed in both the age brackets of 16-20 years and 31 years and above. This distribution indicates that the majority of respondents were moderately young.

4.1.3 Education levels of the respondents

| Education Level | Frequency | Percentage (%) |
|------------------|------------|----------------|
| Primary Level | 155 | 72.77 |
| Secondary | 9 | 4.23 |
| Diploma | 10 | 4.69 |
| Degree and above | 38 | 17.81 |
| Total | 213 | 100 |

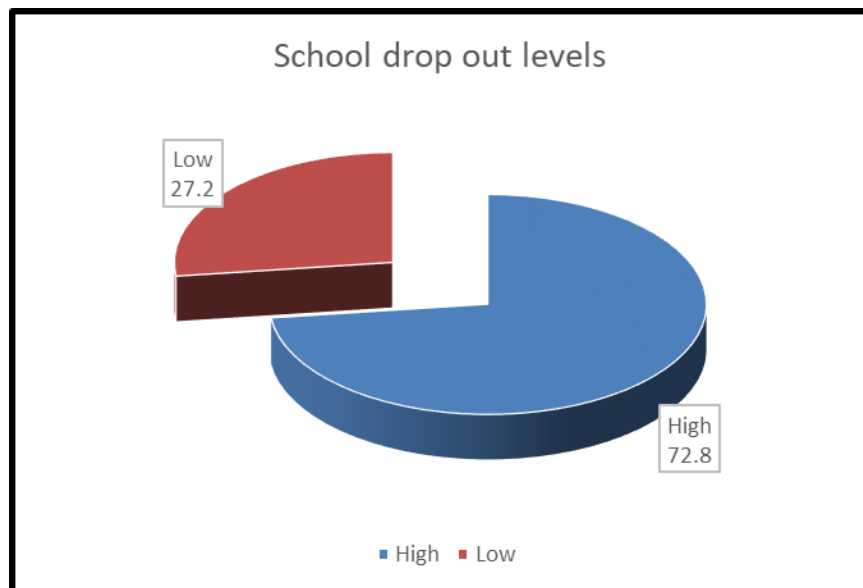
Source: Field Data (2023)

Table 3 reveals that the majority of respondents (72.77%) had attained only primary-level education, while 17.81% had a degree or higher qualification. A smaller proportion reported having completed secondary education (4.23%) or holding a diploma (4.69%). This distribution suggests that the research successfully engaged a population largely representative of primary school education stakeholders, which is essential for understanding the dynamics of child labour and school dropout. The high percentage of respondents with only primary education reflects the local context, where educational attainment beyond primary school remains limited. This finding is significant because it aligns with the study objective of examining the factors influencing school retention and dropout in Bundibugyo District, as lower educational attainment among adults often correlates with higher child labour rates and low priority on continued schooling.

4.2 The causes of child labour among primary school children in Bundibugyo district

4.2.1 Level of school dropout amongst primary schools in Bughendera County

Figure 2: showing the level of school drop out



Source: Field data (2023)

From the figure above, majority 72.8% of the respondents noted that the level of school drop outs in the area is high compared to the minority 27.2% of them who noted low. This implies that the rate at which pupils are dropping out of school is high.

Table 4: causes of child Labour among primary school children

| Responses | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree | Mean | Std. Deviation |
|--|-------------------|------------|------------|------------|----------------|--------|----------------|
| Illiteracy of parents may lead to child labor | 17 (8.0%) | 21 (10.0%) | 30 (14.1%) | 56 (26.3%) | 89 (41.8%) | 3.8600 | 1.29890 |
| Domestic violence may facilitate child labor if the child has no parent around | 17 (8.0%) | 21 (10.0%) | 30 (14.1%) | 90 (42.3%) | 55 (25.8%) | 3.6800 | 1.19302 |
| Orphanage has been known for causing child labor | 4 (1.9%) | 17 (8.0%) | 47 (22.1%) | 90 (42.3%) | 55 (25.8%) | 3.8200 | .97540 |

| Responses | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree | Mean | Std. Deviation |
|---|-------------------|------------|------------|------------|----------------|--------|----------------|
| Poverty may increase child labor rate | 17 (8.0%) | 21 (10.0%) | 59 (27.7%) | 84 (39.4%) | 32 (15.0%) | 3.4200 | 1.09929 |
| Parents' ignorance on outcomes of child labor may lead to child labor | 17 (8.0%) | 21 (10.0%) | 30 (14.1%) | 49 (23.0%) | 96 (45.1%) | 3.8800 | 1.30861 |
| Limited workforce may lead to child labor among primary school children | 17 (8.0%) | 21 (10.0%) | 67 (31.5%) | 50 (23.5%) | 58 (27.2%) | 3.5000 | 1.20658 |
| Increased desire for money causes child labor among primary school children | 0 (0.0%) | 38 (17.8%) | 30 (14.1%) | 90 (42.3%) | 55 (25.8%) | 3.7600 | 1.03280 |
| Competition of scarce resources may lead to child labor among primary school children | 17 (8.0%) | 21 (10.0%) | 30 (14.1%) | 45 (21.1%) | 100 (46.9%) | 3.8600 | 1.29890 |

Source: Field data (2023)

A significant proportion of respondents strongly agree (41.8%) that illiteracy of parents may lead to child labor, with a mean rating of 3.86 and a standard deviation of 1.30, indicating a strong level of agreement overall. Another 36 year old female teacher narrated; *It is unfortunate that majority people in this community are not educated and they all do not know the disadvantages of over working children in plantations at the expense of schooling. They instead look at it as a sign of respect. This implies that if parents were literate, child labour would be minimized.*

A considerable number of respondents agree (42.3%) that domestic violence may facilitate child labor if the child has no parent around, with a mean rating of 3.68 and a standard deviation of 1.19. This suggests a notable level of agreement among respondents. A 32 year old female teacher from a government aided school said; *domestic violence is another factor leading to child labour. Here at school we have some pupils whose fathers left their homes due to unending quarrels. It is only their mothers who struggle with their fees. As you know, a single mother cannot afford everything so children have to work hard to get money to meet their school requirements*

While fewer respondents strongly agree (25.8%) that orphanages have been known for causing child labor, the mean rating of 3.82 and a standard deviation of 0.98 indicates a moderate level of agreement overall.

There is a significant level of agreement (39.4%) among respondents that poverty may increase the child labor rate, with a mean rating of 3.42 and a standard deviation of 1.10, indicating a moderate level of agreement overall. A 28 year old male teacher from a government aid school narrated; *Yes, it*

is true that poverty is a serious cause of child labour. Pupils engage themselves in heavy work in peoples cocoa plantations because they have nothing to survive on while at school. This means that poverty contributed to child labour.

A substantial proportion of respondents strongly agree (45.1%) that parents' ignorance on outcomes of child labor may lead to child labor, with a mean rating of 3.88 and a standard deviation of 1.31, suggesting a high level of agreement overall.

There is a notable level of agreement (27.2%) among respondents that a limited workforce may lead to child labor among primary school children, with a mean rating of 3.50 and a standard deviation of 1.21, indicating a moderate level of agreement overall. A 24 year old female teacher from private school narrated; *Yes, limited work force at home has been putting our children to the risk of child labour. In fact, even some parents have been reaching at school and request teachers that they should allow their children to be absent for one week because they will be helping in harvesting cocoa since they have no enough manpower.* This implies that some parents make their children work in cocoa plantations because of inadequate man power.

A significant proportion of respondents agree (42.3%) that an increased desire for money causes child labor among primary school children, with a mean rating of 3.76 and a standard deviation of 1.03, indicating a moderate level of agreement overall.

A substantial majority of respondents strongly agree (46.9%) that competition for scarce resources may lead to child labor among primary school children, with a mean rating of 3.86 and a standard deviation of 1.30, suggesting a high level of agreement overall.

4.2.1.1: Association between causes of child labour and level of school dropout among primary school children

Table 4: Analysis of Association between causes of child labour and level of school dropout among primary school children

| Causes of Child Labour | Agree N(%) | Disagree N(%) | Pearson Correlation (r) | p-Value |
|---|-------------------|----------------------|--------------------------------|----------------|
| Illiteracy of parents may lead to child labor | 120 (56.2%) | 93.5 (43.8%) | 0.30 | 0.002 |
| Domestic violence may facilitate child labor | 126 (58.9%) | 87.5 (41.1%) | 0.35 | 0.001 |
| Orphanage leads to child labour | 119 (55.8%) | 94.1 (44.2%) | 0.40 | 0.001 |
| Poverty may increase child labour rate | 119 (56.0%) | 93.7 (44.0%) | -0.25 | 0.010 |

Source: Field Data (2023)

About 56.2% of respondents concur that child labour may result from parents' lack of literacy, while 43.8% disagree. A somewhat positive association between parental illiteracy and child labour is suggested by the Pearson correlation coefficient (r) of 0.30, which shows that the likelihood of child labour tends to rise as parental illiteracy does. This link is statistically significant, according to the p-value of 0.002.

Compared to respondents who disagree (41.1%), a greater percentage (58.9%) concur that marital violence may encourage child labour. There is a somewhat positive link between child labour and domestic violence, as indicated by the Pearson correlation coefficient (r) of 0.35. This implies that the probability of child labour rises in tandem with the number of domestic abuse cases.

The statistical significance of this link is indicated by the p-value of 0.001.

In a similar vein, most respondents (55.8%) concur that child labour occurs in orphanages, whereas 44.2% disagree. A moderately positive correlation between orphanages and child labour is indicated by the Pearson correlation coefficient (r) of 0.40, which suggests that the existence of orphanages is linked to a higher risk of child labour. The statistical significance of this link is indicated by the p-value of 0.001.

Of those surveyed, 44.0% disagree that poverty may raise the rate of child labour, while 56.0% agree. A slight negative link between poverty and child labour is indicated by the Pearson correlation coefficient (r) of -0.25, which suggests that the likelihood of child labour tends to increase as poverty declines. This link is statistically significant, according to the p-value of 0.010 significant.

4.3 The challenges hindering reduction of school dropout among primary school children

Table 5: The challenges hindering reduction of school dropout among primary school children

| Responses | Strongly Agree | Agree | Undecided | Disagree | Always | Mean | Std. Deviation |
|--|----------------|------------|------------|------------|------------|--------|----------------|
| Failure to control school dropout is due to high schooling costs | 20 (9.4%) | 25 (11.7%) | 35 (16.4%) | 50 (23.5%) | 83 (38.9%) | 3.6600 | 1.27708 |
| Weak enforcement of school policies may hinder control of school dropout | 20 (9.4%) | 25 (11.7%) | 35 (16.4%) | 85 (39.9%) | 28 (13.1%) | 3.3800 | 1.29705 |
| Community attitude towards education makes control of school dropout difficult | 20 (9.4%) | 25 (11.7%) | 75 (35.2%) | 30 (14.1%) | 63 (29.6%) | 4.1400 | 1.11597 |
| Poverty at household level makes it hard to prevent school dropout | 20 (9.4%) | 25 (11.7%) | 35 (16.4%) | 50 (23.5%) | 83 (38.9%) | 3.5800 | 1.11741 |

| Responses | Strongly Agree | Agree | Undecided | Disagree | Always | Mean | Std. Deviation |
|---|----------------|-----------|------------|------------|------------|--------|----------------|
| Poor government law enforcement makes it hard for schools to fight school dropout | 25 (11.7%) | 20 (9.4%) | 30 (14.1%) | 85 (39.9%) | 53 (24.9%) | 3.3800 | 1.29705 |
| Illiteracy of parents makes it difficult to enforce policies against child labor and school dropout | 5 (2.3%) | 20 (9.4%) | 30 (14.1%) | 75 (35.2%) | 83 (38.9%) | 4.1400 | 1.2770 |

Source: Field data (2023)

Table 5 outlines several obstacles that impede the decrease of school dropouts among primary school students. The results suggest that various socio-economic and institutional elements play a role in the ongoing issue of dropout rates.

High School Costs: Approximately 51.2% of participants either strongly concurred or agreed that the inability to manage school dropouts is attributed to high educational expenses. The average rating of 3.66 reflects a reasonable level of consensus, whereas a standard deviation of 1.277 suggests a degree of variation in the answers. *A 26-year-old female educator from a private institution stated that when tuition rises, numerous parents struggle to pay, compelling children to work on farms to help cover educational expenses. This shows that lowering school expenses may assist in decreasing dropout rates.*

Ineffective Implementation of School Policies: Approximately 52.8% of participants either strongly concurred or agreed that ineffective implementation of school policies obstructs the management of school dropout. The average rating of 3.38 indicates a moderate level of agreement, accompanied by a standard deviation of 1.297. *A 43-year-old male educator pointed out that while child labor regulations are in place, their execution is ineffective due to parental opposition to enforcement. Enhancing policy enforcement might consequently lower dropout rates.*

Community Perspective on Education: Around 80.3% of respondents strongly agreed or agreed that unfavorable community views on education hinder efforts to manage school dropout rates. A mean of 4.14 shows strong agreement, while a standard deviation of 1.116 indicates moderate variability. This discovery indicates that enhancing favorable community views on education is essential for decreasing dropout rates.

Household Poverty: Approximately 51.2% of participants strongly concurred or agreed that poverty within households hinders initiatives aimed at preventing school dropout. A mean of 3.58 indicates moderate agreement, and a standard deviation of 1.117 reveals some variability in responses. A 27-year-old female educator observed that children frequently take on informal work to fulfill essential requirements, which perpetuates school dropout.

Inadequate Government Law Enforcement: Just above half of participants (51.6%) either strongly agreed or agreed that insufficient government law enforcement hampers schools' ability to prevent dropouts. A mean of 3.38 signifies moderate agreement, while a standard deviation of 1.297 underscores differences in viewpoints. This implies that increased government assistance and oversight might aid in lowering dropout rates.

Parental Illiteracy: A mere 11.7% of participants strongly agreed, yet 49.2% either strongly agreed or agreed that parental illiteracy hinders the enforcement of policies aimed at combating child labor and school dropouts. A mean of 4.14 reflects strong consensus, whereas a standard deviation of 1.277 suggests some differences in responses. This suggests that enhancing parental literacy and awareness may greatly aid in lowering dropout rates.

Overall Interpretation: The results indicate that school dropout is affected by a mix of elevated schooling expenses, inadequate policy enforcement, adverse community perceptions, family poverty, insufficient government assistance, and parental lack of education. Tackling these issues necessitates a comprehensive strategy, encompassing financial aid for households, more rigorous policy implementation, community awareness initiatives, poverty reduction efforts, and educational programs for adults.

4.3.1 Association between challenges and level of school dropout

Table 6: Association between challenges and level of school dropout

| Challenges | Agree f (%) | Disagree (%) | f Pearson Correlation (r) | P-Value |
|--|--------------------|---------------------|----------------------------------|----------------|
| Failure to control school dropout is due to high schooling costs | 127 (59.6%) | 86 (40.4%) | 0.456a | .001 |
| Weak enforcement of school policies may hinder control of school dropout | 118 (55.4%) | 95 (44.6%) | 0.312a | .003 |
| Community attitude towards education makes control of school dropout difficult | 116 (54.5%) | 97 (45.5%) | 0.498a | .000 |
| Poverty at household level makes it hard to prevent school dropout | 110 (51.6%) | 103 (48.4%) | -0.184a | .002 |

Source: Field Data (2023)

Approximately 59.6% of respondents agree that failure to control school dropout is attributed to high schooling costs, while 40.4% disagree.

Failure to control school dropout and high school expenses are somewhat positively correlated, according to the Pearson correlation coefficient (r) of 0.456. This implies that the difficulty of reducing school dropout tends to rise in tandem with the cost of high school education. The statistical significance of this link is indicated by the p -value of .001.

While 44.6% disagree, the majority of respondents (55.4%) concur that lax implementation of school policies may make it more difficult to reduce school dropout.

Despite being weaker than for other categories, the Pearson correlation coefficient (r) of 0.312 shows a favourable relationship between the difficulty of regulating school dropout and lax enforcement of school policies. This link appears to be statistically significant, as indicated by the p -value of .003.

The highest agreement is observed in this statement, with approximately 54.5% of respondents agreeing that community attitude towards education makes controlling school dropout difficult, while 45.5% disagree.

The community's attitude towards education and the challenge of reducing school dropout are strongly positively correlated, as indicated by the Pearson correlation coefficient (r) of 0.498. This implies that difficulties in reducing school dropout are greatly exacerbated by unfavourable community attitudes on education. The statistical significance of this correlation is indicated by the p -value of .000.

About 51.6% of respondents agree that poverty at the household level makes it hard to prevent school dropout, while 48.4% disagree.

There is a weak negative association between household poverty and the difficulty of preventing school dropout, as indicated by the Pearson correlation coefficient (r) of -0.184. This implies that the difficulty of preventing school dropout tends to grow when household poverty diminishes, while the association is not as significant as it is for other factors. This link appears to be statistically significant, as indicated by the p -value of .002.

4.4 Interventions that have been employed to reduce child Labour and school dropout in Bundibugyo district

Table 7: Interventions that have been employed to reduce child Labour and school dropout

| Responses | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree | Mean | Std. Deviation |
|--|-------------------|------------|------------|-------------|----------------|--------|----------------|
| The use of school feeding program in primary schools should be universal to all children | 20 (9.4%) | 25 (11.7%) | 65 (30.5%) | 50 (23.5%) | 53 (24.9%) | 3.9000 | 1.31793 |
| UPE program should provide basic school requirements like books, uniforms and pens | 20 (9.4%) | 60 (28.2%) | 35 (16.4%) | 75 (35.2%) | 33 (15.5%) | 3.6600 | 1.17897 |
| The introduction of bursaries to poor children to avoid child labor | 5 (2.3%) | 25 (11.7%) | 35 (16.4%) | 50 (23.5%) | 98 (46.0%) | 3.6600 | 1.27708 |
| Putting in place laws/policies that restrain children from working during studying hours | 20 (9.4%) | 25 (11.7%) | 35 (16.4%) | 130 (61.0%) | 23 (10.8%) | 3.3800 | 1.29705 |
| Accommodation of children in school hostels to avoid access to parents that labor | 20 (9.4%) | 10 (4.7%) | 50 (23.5%) | 80 (37.6%) | 53 (24.9%) | 4.1400 | 1.11597 |

Source: Field data (2023)

Table 7 presents various interventions employed to reduce child labour and school dropout among primary school children. The findings show that respondents generally supported strategies aimed at improving access to education and protecting children from exploitative labor.

School Feeding Programs: About 48.4% of respondents either strongly agreed or agreed that school feeding programs should be universal for all children. The mean of 3.90 indicates a relatively high level of agreement, with a standard deviation of 1.318 reflecting some variability in responses. *A 26-year-old female teacher noted that feeding programs help reduce school dropout because children who receive meals at school are less likely to engage in labor to meet basic needs.* This suggests that universal school feeding could significantly reduce child labour and improve school attendance.

Provision of Basic School Requirements through UPE: Approximately 63.7% of respondents either strongly agreed or agreed that the Universal Primary Education (UPE) program should provide basic school requirements such as books, uniforms, and pens. The mean of 3.66 reflects moderate agreement, with a standard deviation of 1.179 indicating variability. Respondents emphasized that

ensuring children have necessary learning materials would reduce the need for children to work to afford school essentials, thereby reducing dropout.

Introduction of Bursaries for Poor Children: Around 69.5% of respondents either strongly agreed or agreed with introducing bursaries to support poor children. The mean rating of 3.66 indicates moderate overall agreement, with a standard deviation of 1.277. Respondents highlighted that lack of funds for school fees often drives children into labor, so bursaries would help keep them in school.

Strengthening Laws/Policies to Restrict Child Labor: About 71.8% of respondents either strongly agreed or agreed that putting in place laws and policies to prevent children from working during school hours would help reduce school dropout. The mean of 3.38 indicates moderate agreement overall, with a standard deviation of 1.297 suggesting some variability. Respondents emphasized that effective enforcement of child labor laws would protect children’s time for education and reduce dropout.

Accommodation in School Hostels: Approximately 62.6% of respondents either strongly agreed or agreed that accommodating children in school hostels would prevent access to parents or guardians who might engage them in labor. The mean of 4.14 indicates a relatively high level of agreement, with a standard deviation of 1.116 showing moderate variability. *A 31-year-old male teacher explained that boarding facilities would safeguard children from exploitation at home, keeping them in school and reducing dropout.*

Overall Interpretation: The findings indicate that interventions such as school feeding programs, provision of basic learning materials, bursaries for poor children, enforcement of child labor policies, and school hostels are considered effective by respondents in reducing child labour and school dropout. Implementing these interventions in a coordinated manner could significantly enhance school retention and protect children’s rights to education.

4.4.1: Association between interventions and level of school dropout

Table 7: Associations between intervention and mathematics anxiety in secondary schools

| Interventions | Agree N(%) | Disagree N(%) | Pearson Correlation (r) | P-Value |
|--|-------------|---------------|-------------------------|---------|
| The use of school feeding program in primary schools should be universal to all children | 152 (71.4%) | 61 (28.6%) | 0.689a | .000 |
| UPE program should provide basic school requirements like books, uniforms, and pens | 139 (65.3%) | 74 (34.7%) | -0.345a | .015 |

| Interventions | Agree N(%) | Disagree N(%) | Pearson Correlation (r) | P-Value |
|--|-------------------|----------------------|--------------------------------|----------------|
| The introduction of bursaries to poor children to avoid child labor | 186 (87.3%) | 27 (12.7%) | 0.453a | .004 |
| Putting in place laws/policies restraining children from working during class time | 110 (51.6%) | 103 (48.4%) | -0.567a | .000 |

Source: Field Data (2023)

About 71.4% of respondents concur that universal school food programs are a good idea, while 28.6% disagree. Supporting universal school feeding programs and attending to educational and nutritional needs are strongly positively correlated, as indicated by the Pearson correlation value (r) of 0.689. The statistical significance of this correlation is indicated by the p-value of .000.

While 34.7% of respondents disagree, the majority (65.3%) believe that the Universal Primary Education (UPE) program should include the fundamentals of education. Support for the UPE program that provides basic requirements is negatively correlated with disagreement, as indicated by the Pearson correlation coefficient (r) of -0.345. Despite being weaker than other interventions, the p-value of .015 indicates that this link is statistically significant.

The highest agreement is observed in this intervention, with approximately 87.3% of respondents supporting the introduction of bursaries to poor children, while only 12.7% disagree. The Pearson correlation coefficient (r) of 0.453 indicates a positive correlation between supporting bursaries for poor children and addressing child labor. The p-value of .004 suggests that this correlation is statistically significant.

About 51.6% of respondents agree with implementing laws/policies restraining children from working during class time, while 48.4% disagree. The Pearson correlation coefficient (r) of -0.567 indicates a strong negative correlation between supporting laws/policies restraining children from working during class time and disagreement. The p-value of .000 suggests that this correlation is statistically significant.

CHAPTER FIVE:

SUMMARY DISCUSSION OF FINDINGS

5.0 Introduction

This chapter consist of summary discussion of the field findings basin on study objectives.

5.1 Discussion of Findings

5.1.1 The causes of child labour among primary school children in Bundibugyo district

The study findings revealed that most parents in the area are illiterate which has contributed to child labor among primary school children as represented by 44.0% of the respondents, mean (3.86) and standard deviation (1.298). This is because an illiterate parent may not be in position to fully understand the value of education is child. In line with these findings, Khanam (2018), it was found out that education of parents significantly increases the probability that a school-aged child will specialize in study (schooling).

The results of the survey also showed that, as indicated by the majority of respondents (26%), mean (3.68), and standard deviation (1.193), domestic violence was a contributing factor to child labour, particularly if the child had no parent present. This is due to people's propensity to impose challenging parenting methods on children who are not theirs. According to the study's findings, 42% of respondents, the mean (3.82), and the standard deviation (.975) indicated that orphanages are a common source of child labour in the region. This is because there aren't many resources available to the orphans in the area, so they have to find ways to survive.

The study findings revealed that poverty may increase child labour rate as represented by 40.0% of the respondents, mean (3.42) and standard deviation (1.099). This is because pupils are only left with an option to do odd jobs to meet their needs. In line with these findings, another research by Fuller & Liang (2019) indicates that if mothers work and get wage outside of the home, children take some responsibilities of the household which causes them to drop out.

The study findings also showed that limited work force may lead to child labor among primary school children as represented by 26.0% of the respondents, mean (3.50) and standard deviation (1.206). This is because parents tend to look at their children as an alternative labour. It was revealed that increased desire for money make control of child labor among primary school children as represented by 42.0% of the respondents, mean (3.76) and standard deviation (1.032). This is because parents have not bothered to control their children from the love of money.

It was further revealed that competition of scare resources lead to child labor among primary school children as represented by 48.0% of the respondents, mean (3.86) and standard deviation

(1.298). This is because most families have so many members which prompts children engage in child labour to meet their needs. UNICEF (2021), 80% of the school going children worked in cocoa plantation offering both paid and unpaid labor and the situation was alarming on the side of girls who struggle for sanitary equipment and make ups. In addition, Odundo and Owino (2021) in their study in Nyanza Province indicated that poverty and orphan hood have made it difficult to combat school drop out in most regions in Africa. This is due to the fact that it lowers school enrolment and completion rates. To support themselves, their siblings, and perhaps their old grandparents, with whom they often reside, many kids turn to child employment.

However, initiatives like school lunches, free elementary education, focussing on OVCs, setting up child assistance desks, raising awareness, and enforcing laws and policies against child labour are also independent factors that have a positive impact on students' access to and retention in schools in the following ways: Since students would receive meals that they rarely receive at home, school feeding programs would improve access and retention. This is a result of the HIV/AIDS pandemic's high number of orphans and severe poverty (Owolabi, 2021).

5.1.2 The challenges hindering reduction of school dropout among primary school children

The results showed that high educational expenses were the main cause of the inability to control school dropout, as indicated by 48.0% of the respondents, the mean (3.66), and the standard deviation (1.277). This is due to the fact that children from low-income households would continue to work hard in order to earn money as long as they are unable to cover the expenses. In light of these findings, Shovan Ghosh Susmita & Sengupta (2021) note that girls' education expenses are likely to be higher and their advantages are less certain than those of boys in low-income households.

Weak enforcement of school policies was also found to be hindering the control of school dropout as represented by 56.0% of the respondents, mean (3.38) and standard deviation (1.297). This is because parents and guardians tend to use children work in plantations the way they want in case policies at school are not tight.

Community attitude towards education was found to be a significant factor making control of school dropout difficult as represented by 40.0% of the respondents, mean (4.1400) and standard deviation (1.115). This is because most people in the area have not one to school and still following traditions. Also, Colclough et al. (2020) found that in Ethiopia, the community is more positively viewed boys than girls because they usually expect girls to quit school early. People's attitude have foremost impact in sustaining girls in schools.

It was also revealed that poverty at household level makes it hard to prevent school dropout as represented by 48.0% of the respondents, mean (3.58) and standard deviation (1.117). This is

because most children work in plantations against their will but due to the fact that their parents cannot afford basic needs.

5.1.3 Interventions that have been employed to reduce child Labour and school dropout in Bundibugyo district

The study findings revealed that the use of school feeding program in primary schools has been used to reduce children as represented by 36.0% of the respondents, mean (3.90) and standard deviation (1.317). This is because in most cases, children work in cocoa plantations to get money to use to buy food while at school.

The UPE program also provided essential school supplies such books, clothing, and pencils, according to 30.0% of respondents, the mean (3.66), and the standard deviation (1.178). This is due to the fact that the majority of local kids put forth a lot of effort in order to fulfil their fundamental education needs. Additionally, according to ANPPCAN (2021), free education was a key component of the fight against child labour, particularly in sub-Saharan Africa, where the bulk of the population lacked the financial means to send their children to school.

It was also revealed that the introduction of bursaries to poor children to avoid child labor as represented by 54.0% of the respondents, mean (3.66) and standard deviation (1.277). This is because some children in private schools are exposed to child labour to get school fees. Hunter and May (2021) found that school fees were significant reason for the dropout rate of 27% of boys but 30 % of girls.

The study findings revealed that putting in place laws/policies that restrain children from working during studying hours as represented by 52.0% of the respondents, mean (3.38) and standard deviation (1.297). This is because if policies are strengthened, parents may respect them. This would reduce the child labour in the area. In addition, Concern (2021) notes that successful implementation of child policy requires efforts by all the stake holders to participate in the policy making process. Teachers, the community at large, educational managers and administrators, and the government should all be involved in the process.

Additionally, 36.0% of respondents, mean (4.14), and standard deviation (1.115) indicated that children were housed in school hostels to avoid access to parents who work.

This is because children are prone to working in cocoa plantations since they are living within their homes.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter consists of the conclusions, recommendations and other areas of research.

6.1 Conclusion

6.1.1 The causes of child labour among primary school children in Bundibugyo district

The research concludes that if illiteracy is reduced in the area, child labor among primary school children will also reduce. This is due to the fact that illiterate people have limited knowledge on the value of education in the community.

It was also concluded that domestic violence and orphanage were common causes of child labour in the area though schools ad policies which would protect children against childrens abuse.

It was also evident some children especially orphans were limited to resource hence forcing them to look for means of survival. This forced them to work in plantations to get money to meet necessities.

6.1.2 The challenges hindering reduction of school dropout among primary school children

It can also be concluded that most children in the area were prone to working in cocoa plantations since they are living within their homes. This is because most schools do not offer accommodation.

The research concludes that schooling costs in the area are high hence making control of school dropout difficult. This is due to the fact that children from poor families are influenced to do heavy work to get money.

It can also be concluded that the enforcement of schools in most schools in the area was weak. Thus, it was easy for parents and guardians to force children to work in cocoa plantations.

The research also concludes that education is not supported in the community. This is due to the fact that most people in the area are still following traditions. It was further concluded that poverty at household level makes it hard to prevent school dropout.

6.1.3 Interventions that have been employed to reduce child Labour and school dropout in Bundibugyo district

The research concludes that non discriminative school feeding program in primary schools would help to reduce child labour and school drop out in the area though schools have not sufficiently used this strategy.

It can also be concluded that putting in place laws/policies would restrain children from working during studying hours though school leaders have not implemented them sufficiently.

It can also be concluded that accommodation of children in school hostels could help to avoid access to parents that labor. This would reduce the rate at which they are engaged in heavy work.

6.2 Recommendation

6.2.1 The causes of child labour among primary school children in Bundibugyo district

The researcher recommends that the government of Uganda and other development actors should organize literacy training for parents so that they can know the value of education in the area.

Trainings on domestic violence and welfare of vulnerable children should be conducted in the area. This would create fair treatment of disadvantaged children.

6.2.2 The challenges hindering reduction of school dropout among primary school children

The researcher further recommends that in case schools cannot afford feeding pupils, they should be encourage them to always carry food for themselves.

The researcher schools should consider subsidizing schooling costs for children from financially challenged families. This will prevent school children from doing heavy work to make money to help them meet their need.

6.2.3 Interventions that have been employed to reduce child Labour and school dropout in Bundibugyo district

Establishment of strict policies and punishing people engaging children in child labour should be done in according to the law. This will reduce the level of school dropout in schools.

More sensitization programs on the value of education should be implemented in the area to improve the community attitude on wasting learners school time in cocoa plantations.

The government of Uganda should provide accommodation of children in all schools to enhance education in Bughendera County.

6.3 Other Areas of Research

Another research should be conducted on the effect of community perception on child labour.

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APPENDICES

Appendix I: Questionnaire for pupils and education officials.

I am Byamaka Nyansio a student of Uganda Christian University, BBUC carrying out a study under the topic "Child labor and school dropout in selected primary schools in Bundibugyo district". You are kindly requested to participate in the study and give your opinion as honest as possible. Please answer by ticking the appropriate question in the space provided. The information obtained was used for academic purpose and treated with utmost confidence. Don't indicate your name anywhere on this questionnaire. Thanks you.

PART A: Background information. (From 1-5 tick the option you think is the best).

1. Gender of the respondents

a. male.

b. Female.

2. Age range of respondents

a. 12 — 30

b. 31 — 40

c. 41+

3. Highest Qualification

a. Primary level

b. Diploma level

c. Degree level

d. Post graduate

4. Time stay in school

1 - 2 years

3 - 4 years

5 - 6 years

6+ years

PART B: Causes of child labor among primary school children

What is the level of school dropout among primary school children in Bundibugyo district?

Yes

No

In this section, you are required to provide a tick under the provided scales to represent your response.

Note that in the tables of questions below, 1 represent **strongly Agree**, 2 represent **Agree**, 3 represent **Undecided**, 4 represent **Disagree**, 5 represent **strongly Disagree**

From the table below, tick the option you think is appropriate.

| No | Statements | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|
| Causes of child labor among primary school children | | | | | | |
| 1 | Illiteracy of parents may lead to child labor among primary school children | | | | | |
| 2 | Domestic violence may facilitate child labor if the child as no parent around | | | | | |
| 3 | Orphanage has been known for causing child labour | | | | | |
| 4 | Poverty may increase child labour rate | | | | | |
| 5 | Parents ignorance on outcomes of child labour may lead to child labour | | | | | |
| 6 | Limited work force may lead to child labor among primary school children | | | | | |
| 7 | Increased desire for money causes child labor among primary school children. | | | | | |
| 8 | Competition of scare resources may lead to child labor among primary school children | | | | | |

PART B: Intervention on child labor and school dropout

Note that in the tables of questions below, 1 represent **strongly Agree**, 2 represent **Agree**, 3 represent **Undecided**, 4 represent **Disagree**, 5 represent **strongly Disagree**

From the table below, tick the option you think is appropriate.

| No | Statements | 1 | 2 | 3 | 4 | 5 |
|---|------------|---|---|---|---|---|
| Intervention on child labor and school dropout | | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | The use of school feeding program in primary schools should be universal to all children | | | | | |
| 2 | UPE program should provide basic school requirements like books, uniforms and pens | | | | | |
| 3 | The introduction of bursaries to poor children to avoid child labor | | | | | |
| 4 | Putting in place laws/policies that restrain children from working during studying hours | | | | | |
| 5 | Accommodation of children in school hostels to avoid access to parents that labor | | | | | |
| 7 | Sensitization of parents by religious leaders on the value of Education of their children from the present time to the future period. | | | | | |
| 8 | Parents involving children in home activities has a solution of child labor as they prioritize who will get what first | | | | | |

PART D: The challenges hindering reduction of school dropout among primary school children in Bundibugyo district

Note that in the tables of questions below, 1 represent **strongly Agree**, 2 represent **Agree**, 3 represent **Undecided**, 4 represent **Disagree**, 5 represent **strongly Disagree**

From the table below, tick the option you think is appropriate.

| No | Statements | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|
| The challenges hindering reduction of school dropout among primary school children in Bundibugyo district | | | | | | |
| 1 | Failure to control school dropout is due to high schooling costs | | | | | |
| 2 | Weak enforcement of school policies may hinder control of school dropout | | | | | |
| 3 | Community attitude towards education makes control of school dropout difficult | | | | | |
| 4 | Poverty at household level makes it hard to prevent school drop out | | | | | |
| 5 | Poor government law enforcement makes it hard for schools to fight | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| | school drop out | | | | | |
| 6 | Illiteracy of parents makes it difficult to enforce policies against child labour and school drop out | | | | | |

Appendix II: Interview Guide for key informants (teachers and parents)

Questions

1. Do you agree that poverty causes child labor among primary children? If yes how?
2. Is it true that domestic violence causes child labor among primary school children in Bundibugyo district? If yes how?
3. How does cheap labor causes child labor among primary school children?
4. Do you think limited work force causes child labor among primary school? If yes how?

5. Pupils that engages in child labor activities perform poorly, if yes how?
6. Some schools due to the influence of child labor have lost their grade statues from grade one to the lowest grade four, if yes? Supplement your answer
7. Does putting in place laws/ policies a remedy to child labor on school dropout, if yes justify
8. How does school feeding program stop school dropout rate among school children?
9. Accommodation of children in school hostiles minimizes child labor, if yes, give reasons
10. In your opinion, the use of religious leaders helps not only to preserve and value child Education but also eliminates the vice of child labor, if yes how.
11. Do you think raising school costs can hinder controlling of child labour in this area? if yes how?

Thanks

Appendix III: Introductory Letter



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

BISHOP BARHAM UNIVERSITY COLLEGE

DEPARTMENT OF RESEARCH AND POSTGRADUATE STUDIES

September 18, 2023

TO WHOM IT MAY CONCERN

This is to introduce to you *BYAMAKA Nyasio Reg. No J19/BBUC/MEDAP/003* who is currently a student at Uganda Christian University (Bishop Barham University College) pursuing a Master of Education in Administration and Planning. The student would like to carry out a research project in your Organisation on the following topic:

Child Labour and School Dropout in Selected Primary School in Bundibugyo District